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ABSTRACT

A study investigated the factors that affect language choices and uses within Luxembourg, a multilingual country. Patterns of language use within and across communities are viewed in terms of the interrelationships among language policy intent, implementation, and experience. The study involved classroom observation in elementary, secondary, and postsecondary schools, interviews with teachers and school administrators, and case studies of working, middle, and upper class families. The resulting report is presented in seven sections. The first examines Luxembourg's financial crisis of 1975 and the social change that followed, including changes in language and education policy and planning for the multilingual population. The second section looks at the interrelationships of political, socioeconomic, and language development in this context. Sections 3 and 4 focus on how language use affects social interaction and schooling. Three family profiles are presented in the next two sections, each representing language use and language attitudes in a different socioeconomic class. Finally, language policy and planning issues in Luxembourg are discussed. Questionnaires used in the study (general language use, student language, interview protocols) are appended. Contains eight pages of references. (MSE)

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